

**Core Question 3: Is the organization effective and well run?**

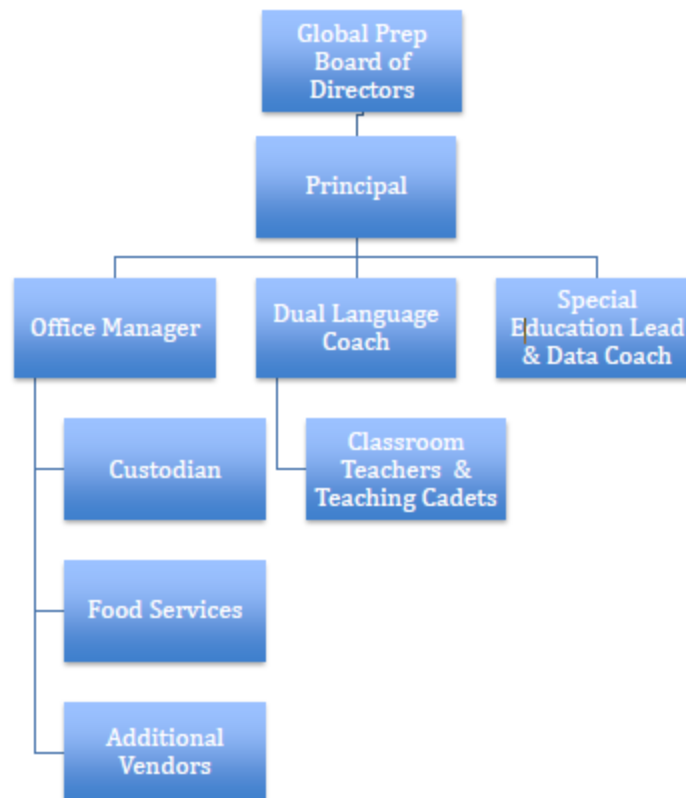
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS						
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The founder and School Leader of Global Preparatory Academy (GPA) has served for 18 years as a teacher and administrator in Indianapolis, with a proven track record of success in both roles. In the 2016-17 school year, she opened Global Preparatory Academy, an Innovation Network School at IPS Riverside 44.

The School Leader consistently communicated and provided timely updates to internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community partners, and families. These updates have informed board discussions and areas of focus for committee meetings. The School Leader also provided a school report at every board meeting, including quarterly student performance data by grade, interim assessment results, and school events to encourage board member attendance. Additionally, the school leader actively engaged in professional development to implement the TAP evaluation program to support teacher development.

#### Organizational Chart



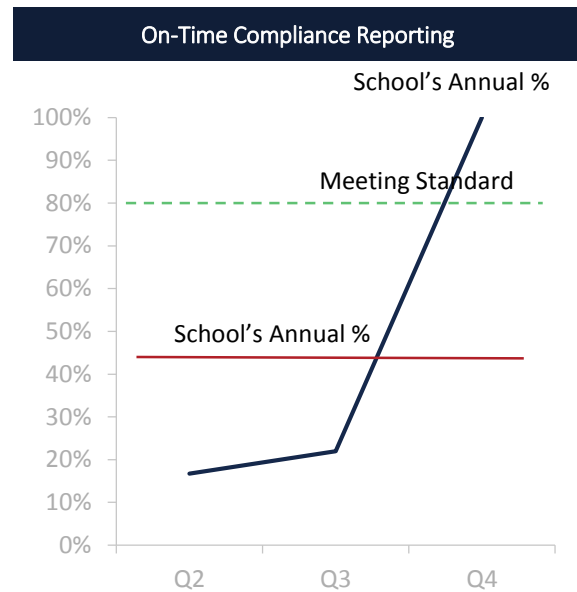
The School Leader added a Business Manager to the organizational chart, who was formally a member of the founding Board of Directors. The Business Manager stepped down from the board and joined the administrative team in November, handling oversight of compliance document submission and financial reporting. The School Leader and Business Manager worked closely together in collecting and analyzing relevant data to inform day-to-day decisions. The two have also worked together to produce relevant reports for board meetings to inform governance decisions for the school. While the School Leader has consistently provided relevant academic formative ratings and has shared systems and processes to improve performance, it remains to be seen whether student outcomes have significantly improved.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a **Meets Standard** for this indicator. To improve, the school leader must continue to provide relevant formative academic data, and processes of improvement that yield results throughout the school year.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	AS						
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2016-17 school year, the school struggled with the timely submission of compliance documents to the Mayor's Office (OEI), which includes documents such as employee spreadsheets, board meeting minutes, and quarterly reports. Despite the continued growth for Quarter 2, Quarter 3, and 100% on-time submission in Quarter 4, the school's overall on-time submission rate for academic and governance documents was 45%.

In November, the school hired a Business Manager responsible for school operations and compliance reporting. The Business Manager worked closely with OEI throughout the school year to ensure all late compliance documents were submitted successfully, and worked closely with the school leader to reach on-time submission in Quarter 4. Due to the school's additional systems and communication with OEI for on-time compliance reporting, GPA receives and Approaching Standard for productive collaboration.



GPA submitted an amendment for a change in enrollment from its original submitted charter application, earning a meets standard for compliance with the terms of its charter. However, due to the concerns regarding timely submission of compliance materials, GPA receives a rating of **Approaching Standard** for this sub indicator.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS						
Sub-indicators							Rating

Sub-indicator Ratings	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter	MS
	Clear understanding of the mission and vision of the school	ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary	MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training	MS
	Effective and transparent management of conflicts of interest	MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns	MS
	Adherence to its charter agreement as it pertains to governance structure	MS
	Holding of all meetings in accordance with Indiana Open Door Law	MS

The board of directors for GPA is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in finance, K-12 education, business, law, social work, and community outreach. Originally, the board held a wider range of expertise, and experienced some board member attrition during the fall. The board, along with the school leader, have collaborated in efforts to increase the number of members, and have since formed a committee for board member recruitment. The board has specified a strong interest in recruiting members from the Riverside community, law enforcement, and those who are Spanish speakers.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission to provide students with an education through dual language immersion and character education. During the board's March retreat, a significant portion of the meeting was designated to engaging dialogue about the school's mission. The board worked in teams to articulate their understanding of the school's mission, and collectively derived a vision statement for the school. Both the mission and vision have since been printed on each board meeting agenda. In addition, the board requested a tour of the school to witness the implementation of curriculum during instruction. The School Leader implemented a brief tour to introduce the board to new aspects about the school at the beginning of most board meetings. Using Board on Track, the board worked to identify its strengths and weaknesses, current skills, and those they desired to recruit. The board focused most its meetings on developing progress towards its goals, including new board member recruitment strategies and timelines, facilities, and relevant aspects of the innovation school partnership with the District. The board met monthly and despite attrition, regularly met quorum, with most directors regularly in attendance. All directors were highly engaged in meetings and offered

#### Skill Sets Represented on Board



expertise and support where appropriate. The board also worked to foster inclusion, retention, and methods to get to know one another via ice breakers at the beginning of each board meeting.

Board Overview	
Global Preparatory Academy, Inc. holds the charter for Global Preparatory Academy.	
<b>9</b> Members	<b>majority</b> # Required for Quorum
The GPA board meets monthly.	
This is the first school for Global Preparatory Academy, Inc. It currently does not contract out with any Charter Management Organizations or Education Service Providers.	

The Board Chair and School Leader maintained consistent communication with one another and maintained regular communication with the Mayor's Office (OEI). Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. When conflicts of interest occurred, they were handled transparently and appropriately. For example, during the beginning months of school operation, the School Leader also acted as a voting board member. After conversations with OEI, the School Leader discussed the need for this conflict to be resolved amongst the board. Immediately following, the board voted to remove the School Leader as a voting member, allowing for more effective decision-making.

Due to the consistent leadership and stewardship of the board of directors, GPA receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS						
Sub-indicators							Rating

<b>Sub-indicator Ratings</b>	Regular communication with school leadership and/or its management company	MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)	MS
	Collaboration with the school leader to establish clear objectives, priorities, and goals	MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans	MS

During the 2016-17 school year, the GPA board held monthly meetings at which the School Leader and Business Manager provided updated reports on school performance. Between meetings, the Board Chair maintained frequent contact with the School Leader. The board utilized a formal evaluation tool by which to hold the School Leader accountable during the 2016-17 school year, including, but not limited to demonstrable skills in integrity, commitment to excellence, staff development, and compliance management. In addition to completing a formal evaluation at the end of the year, the board provided informal feedback throughout the year, particularly on its main goals and objectives to strategically recruit new board members, and work alongside the School Leader to help resolve issues. The board also used Board on Track to evaluate its performance. The Board Chair was most active in using the board evaluation to re-route priorities, hold the board accountable to remaining on-task during meetings, and use time efficiently to make the most effective decisions. This resulted in the board more closely utilizing its representative skillsets to drive the direction of the school.

In all observed meetings and interactions, the board and the School Leader appeared to have a positive and collaborative working relationship. Meetings and communications were respectful and supportive, indicating a shared commitment to the school's mission. The board did not have much pushback during conversation with the School Leader when provided with academic or finance updates. While the board has worked to foster an environment that is respectful, the board must work to focus on strong academic and finance performance of the school to continue to grow. Overall, GPA receives a **Meets Standard** for school and board environment.

<b>3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?</b>		
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.

	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS						
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2016-17, GPA's facility met all health and safety code requirements and provided a safe environment conducive to learning. During the school's pre-opening, all required inspections and permits were acquired. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of GPA's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school **Meets Standard** for this indicator for 2016-17.

3.6. Is the school meeting its school-specific non-academic goals?		
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.



	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.				
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	ES						
School-Specific Goals	Sub-indicators						Rating
	The school will maintain an 80% student retention rate.						ES
	The School will demonstrate a 95% overall satisfaction rating on their annual survey administered to parents or designated legal guardians of students attending the school.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2016-17, Global Preparatory Academy set its first goal around student retention. The school reports that most parents have submitted intent to return forms, designating a commitment to return for the 2017-18 school year. The school reports that based on end of year intent to return forms, 80% of students will be retained between the start of the 2016-17 and 2017-18 school year, earning an **Exceeds Standard** on the school's first goal.

GPA set its second goal around parent satisfaction. The school conducted anonymous end of year satisfaction surveys to gauge parent perception. The school reports that 98% of families indicated they were satisfied or extremely satisfied with their experience at GPA, earning an **Exceeds Standard** for the school's second goal.

Overall, GPA received an **Exceeds Standard** on the OEI performance framework for this indicator.